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ABSTRACT

This manual, developed for college counseling services, outlines the design and administration of the Academic Probation Program at the University of Arkansas. An overview of the individualized program, which focuses on academic coping skills, and guidelines for the seven stages of implementation are given, including orientation, the initial interview, bi-monthly academic monitoring conferences, the transcript interview, the review of goals interview, the final interview, and the petitioning interview. For each stage, the procedures, format, and requisite forms are given. A student handbook for academic probation is presented, which includes survival skill strategies, a student academic status flowchart, a list of "mentors" in each of the university's colleges, an explanation of the grade renewal policy, withdrawal procedures, grade point average calculations, and suspension procedures and outcomes. The manual concludes with a spring 1983 end-of-semester status report and retention percentages. (BL)

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"Retaining Students on Probation: An Academic Counseling Model"
(paper presented to American Association for Counseling and Development National Conference, Houston, Texas, March 1984.)

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Many efforts have been made over the last three decades to build successful programs of support for students in academic trouble. A large number of these programs has focused on group study skills interventions and/or student "tracking" procedures. This paper will describe an academic probation program of a different sort. The probation program described here is an individualized academic counseling program which focuses on academic coping skills. Lacking the basic academic and personal skills, many probation students end up in academic difficulty because they cannot compete. Many such students feel that the stress and pressure of this competition exacerbate their existing skill deficiences. The University of Arkansas Probation Program attempts to aid these students in reducing these pressures by teaching them self-management skills, basic academic skills, and decision-making skills so that they can successfully remain in college.

What follows is a manual that outlines the design and administration of the Probation Program. The manual will also describe a screening checklist used to determine academic problems and intervention strategies used to solve these problems. It will further graphically present semester retention rates for the Spring 1983 term. This manual can be adapted for use at most colleges and universities.

CG 017697

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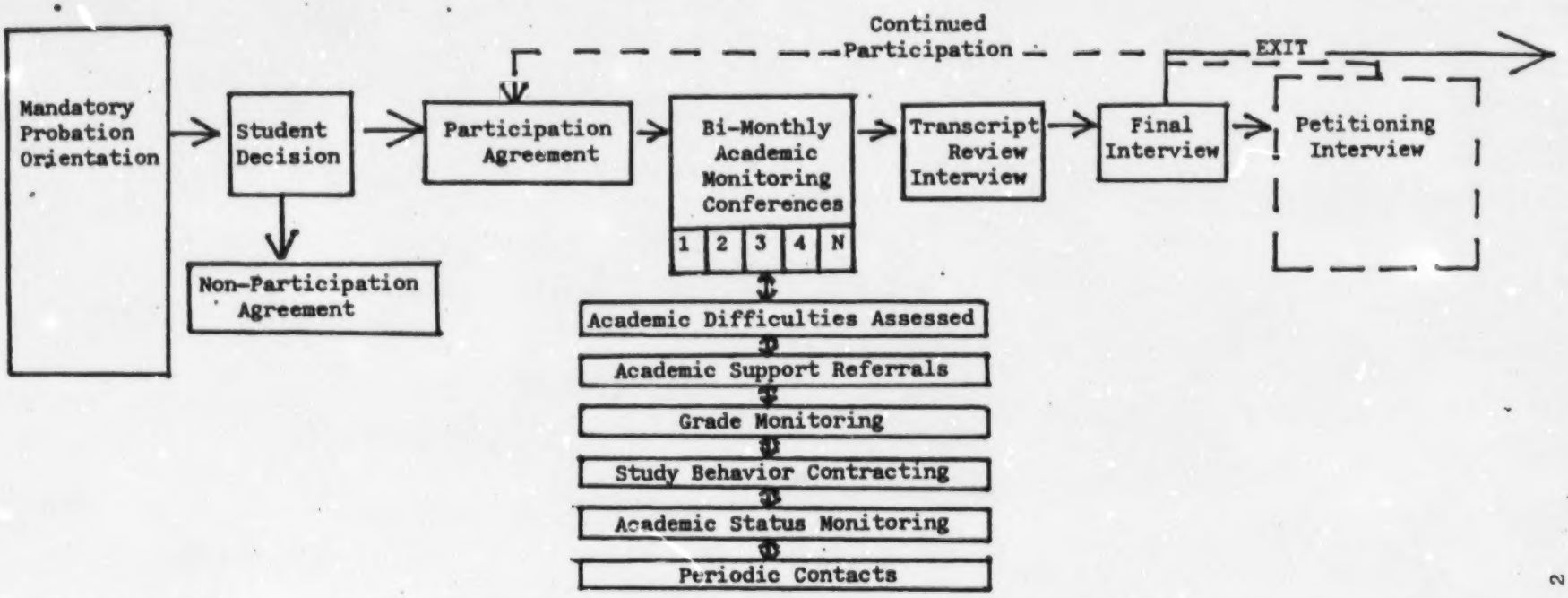
Learning Resources Unit
ACADEMIC PROBATION PROGRAM



The Probation Program has a heterogeneous participation population. Students on this campus experience academic difficulty for several reasons, varying from a lack of basic and study skills to personal or financial problems. Some students have not yet developed specific education or career goals; others are working at a job too many hours to adequately prepare for classes and tests. These students may have good skills, yet they are still not academically successful. Some of our students show ACT composite scores of 28 and above; other show ACT composite scores of 7. The average score for students participating in the Fall 1983 program is 16.8. Seventy-eight percent of our students who reported their overall high school grade point averages to us reported gpa's of 2.50 or better, yet they demonstrate a lack of preparation for college level work. For these reasons, the Probation Program provides individualized, one-to-one academic counseling to meet the diverse needs of our participants.

II. Program Outline and Guideline*

Mandatory Probation Orientation is a required activity of all students on academic probation at the University of Arkansas. It is presented by the LRU Probation Program staff, during the first three weeks of each regular semester and once during the summer. Several sessions are offered each semester to accomodate student schedules.

The purposes of Probation Orientation are:

a. To provide information to the student about University procedures and academic probationary regulations - the present and future consequences, the causes, and the resolutions.

b. To explain to the student the services of the Student Development Center - tutoring, Counseling Unit, Mentor Program, Special Services, Learning Lab, Basic Skills development, Learning Skills classes, University Survival Skills classes and the Human Potential Seminar.

c. To explain to the student the LRU Probation Program and give him/her an opportunity to make a participation commitment to the program.

Students sign into the Probation Program voluntarily by going to the Student Development Center any time during office hours of the first five weeks of the semester and obtaining an Initial Interview appointment with a Probation Advisor. The program has a limited participant population; assignment of Probation Advisors is on a "first come-first served" basis.

The Initial Contact Interview is the first one-to-one encounter between the student and his/her Probation Advisor. This session presents an opportunity for the Probation Advisor to gain an initial impression of the student's present situation, to strengthen the student's awareness of the types of services the Probation Program can offer to help improve his/her status, and to begin the creation of a lasting student/Probation Advisor helping and supporting relationship.

* Amplification of, and forms for, each step in the Probation Program are provided behind the labeled tabs.

Guidelines for the Initial Interview

Review the Student Central Folder:

1. Intake - Is it filled out corrently? Has the student been previously involved at the SDC? Is the student taking a realistic number of hours? What is the student's college and major? What information does the student report concerning his/her ACT composite score and high school grade average?
2. Grade report - What grades did student make to get on probation? Are any of these courses presently being repeated? Look at the semester gpa and the number of hours attempted. What is the resulting present academic status? (If a grade report is not available, you and the student can obtain this information from the Oasis terminal during the Interview.)
3. Probationary Student Information Sheet - Confirm the date "placed on probation". Review, in-depth, the reasons for probation. Use the Information Sheet to determine possible semester goals and referral needs.
4. Participation Agreement - Review the "contract" provisions. Describe the responsibilities and expectations of both the student and the Probation Advisor. Sign and date the "contract".

Discuss student's academic situation:

1. Review the Probation regulations with the student regarding his/her college and class. Show the student all the possible status possibilities by using the catalogue and the Status Flow Chart. Allow the student time to review aloud for you these regulations.
2. Using the Student Information Sheet, begin helping the student decide on goals for remediating previous problems. List for the student, in order of priority, the clear and concise goals you will set for the semester to be a success for him/her.
3. Set immediate short-term goal for referred or remediation. Using student's reported problems as a lead, send student to the Learning Lab for assessment in basic skills, to Judy for Counseling Unit Intake process, to Dean's office for grade renewal, etc. Use necessary referral forms. Instruct student to obtain a transcript for our use. Set next appointment.

Record-keeping:

1. Write process notes.
2. Fill out "office use only" on Intake.
3. Fill out Probation Roster.
4. Re-assemble folder and return to Central Office.
5. Try to contact "no-shows" to reschedule appointment. Record these attempts in process notes.

Bi-Monthly Academic Monitoring Conferences are the core of the Probation Program. These sessions are used to monitor the current progress of the student's coursework and to refer the student for remediation of his/her academic problems. Students are most often referred, in-house, to the Learning Lab for development of basic skills, to the Learning Skills class for the improvement of study skills, to the Tutoring Office for immediate help in difficult content areas, and to the Counseling Unit for working out emotional and social problems. These bi-monthly sessions are also used to help the student develop personal self-responsibility and problem-solving skills. The Probation Advisor employs the principles of Reality Therapy to help the student learn, in the future, to take a pro-active approach to solving academic difficulties.

Guidelines for Bi-Monthly Monitoring Conferences

1. Monitor class attendance and study schedules.
2. Obtain a present grade estimation and gpa from student.
3. Check on study behaviors and possible improvements.
4. Use the SUCCESS multi-modal approach to help the student explore current academic deficiencies and needs of student.
5. Develop a "plan of action" for continuing improvement for the next two weeks.
6. Use behavioral self-management and goal-setting strategies.
7. Record process notes.

The Transcript Review Interview allows the student the opportunity to view his/her entire academic situation and to determine if any errors have been made in it officially.

Guidelines for the Transcript Review:

1. Let the student determine if errors have been made in grades, hours or grade renewals.
2. Discuss the reason for academic probation in terms of GPA.
3. Discuss the point where academic difficulties began.
4. Discuss inconsistencies in grades or course loads among or between semester. Explore extenuating circumstances.
5. Discuss poor grades on easier courses. This may indicate poor class attendance.
6. Have student review ALOUD reason for academic status in terms of GPA.
7. Review with student the requirements for restoration to good academic standing.
8. Explain student's need for, and process of, attaining personal transcript copies each year.
9. If errors are found, consult Program Coordinator.
10. Record process notes.

The Review of Goals Interview should be conducted during the weeks falling three to four weeks before Dead Day. During this interview the Probation Advisor and the student have two objectives: to review the Student Information Sheet completed during Probation Orientation and to begin the preparations for Final Exams. This session provides an opportunity for the student to review his/her presenting academic problems, the progress made toward remediation, and any additional steps needed to overcome those problems.

Guidelines for the Review of Goals Interview:

1. Obtain the student's Central Office folder.
2. Show the student his/her semester Student Information Sheet. Ask if those problems have all been solved.
3. Ask if any new problems have arisen.
4. If any problems still exist, make goal plans for solving them by the end of the semester.
5. Provide encouragement and "applause" for reaching goals set at the beginning of the semester.
6. Review "How to Prepare for Final Exams" material and make planning assignment due during Final Interview.

The Final Interview represents the culmination of the student's total efforts (or lack of them) toward academic improvement. It is absolutely mandatory, therefore, that the Probation Advisor record the data in a complete, accurate, and exact manner. (You may wish to write you process notes on non-Probation green sheets.) The student should present his/her best estimate of semester GPA and be made aware of the various options for each level of academic status.
The Probation Advisor is careful to advise the student to keep involved with LRU in future semester: Probation contracts are effective only for one semester and must be re-newed for further participation. Follow-up is an extremely significant part of the probationary program.

Guidelines for the Final Interview

1. Final Interviews should be held no later than the last week of classes. Dead Day should not be used for final interviews, unless they are make-up interviews.
2. Discuss present status and estimate current grades.
3. Review the contract and the student information sheet. Have the presenting problems been addressed and dealt with by the student this semester? Which problems are still occurring? Are there new problems? Sign contract and date it.
4. Discuss and record additional efforts: tutoring/counseling/CP and P/ talking to professors/rise in GPA/attending class/advisor contact, etc.
5. Review Final Exam preparations.
6. Checklist for Students on Probation:
   A. Write the deadline date and date ASC Committee meets in blanks at top of page.
   B. Every student complete the first four steps.
   C. Discuss the date of the last exam. All students should call you when last exam is completed.
   D. Emphasize the importance of talking to professors during the last week of classes explaining the need for having their grades available to them as soon as possible after the exam. Advance arrangements must be made or the student may find the professor gone for the holidays when he/she goes to the office for the grade.
   E. The student should report to you his/her grades before you both leave for the holidays.

7. Discuss end of the semester status possibilities.
   A. Suspended petition or not? - use checklist.
   B. Continued on probation
      1. need not go to Probation Orientation next semester
      2. Learning Skills/Career Course/Learning Lab
      3. Sign-up again for Probation Advisor - 1st week of classes next semester
   C. Off probation - still use SDC services
   D. Dismissed - student may petition at any time
   E. All students - go through entire checklist about petitioning no matter how secure your student seems to be.
8. Present Program Evaluation - put your name on it. Send student to Lab to complete the form and put it in your lab folder.
9. Write Green sheets, complete Intake tally, arrange folder and complete roster.

Petitioning Interview is the suspenseful session in which the student and Probation Advisor review all the options the student has as a suspended student. This interview will carry an air of seriousness and urging. The Probation Advisor's primary responsibility is to be perceptive to the best possible plan of action for the particular student at this time.

If the student and Probation Advisor decide that petitioning the Academic Standards Committee is the best option, then a formal written petition must be prepared. The student must have met the provisions of his/her LRU Probation Program Participation Assessment contract.

The following guidelines should be followed during this session and extensive process notes recorded. Following these guidelines allows the Probation Advisor to use these notes for describing the student in the petition:

I. Additional Efforts Put Forth:
   a. Tutoring - LRU or Departmental
   b. Talking to professor
   c. Attending class regularly
   d. Rise in GPA - review transcript
   e. Mentor contact
   f. Advisor contact
   g. Counseling center of other counseling sources
   h. Career Planning and Placement
   i. Check with lab and classroom instructor about grade, attendance, progress, etc.

II. Maturity of the Student:
   a. Evidences?
   b. Can the student articulate their problems and solutions?
   c. Decision to stay out? (See last paragraph in narrative.)

III. Self Discipline:
   a. Balance in work, school, social life
   b. Time schedule - Some system of regular study

IV. Adjustment to College Life:
   a. Transition from high school to college
   b. Being own boss (freedom)
   c. Balance in life
   d. Finances

V. Career Goals

VI. Attitude Toward This Program:

a. Perceived program as punitive

b. Seemed strongly motivated

VII. Ability

Overall probability of the student's being able to be successful at the University

VIII. Student Problem Summary:

a. Original academic/personal difficulty

b. Why progress was not great enough this semester go keep them from begin suspended

c. Extenuating circumstances

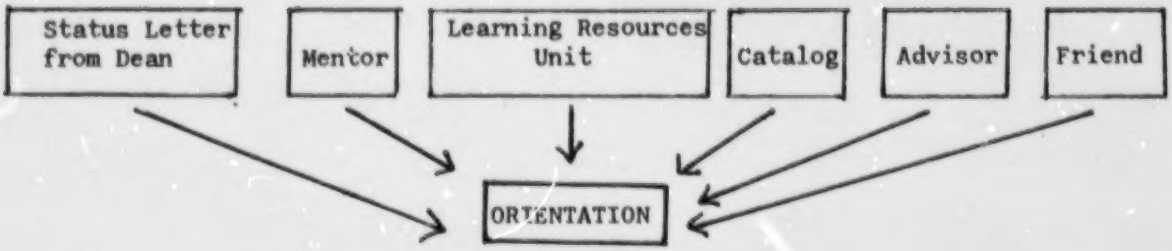
d. How will things be different next term?

General Information Important to the Student at This Time

Discuss ways to get back in school if not granted extension -

1. Wait for one calendar to pass - register as usual
2. Complete 12 hours correspondence with a C or better - approved by Dean
3. Complete enough correspondence work to get GPA to 2.0

Orientation



Sign In

Student Information Sheet

LRU Intake

Introduction to Student Development Center and campus support services

University Procedures and Petitioning Treasure Hunt

Program Described

Sign-up Procedure Described

PROBATION ORIENTATION

COLLEGE OF _____ DATE _____

(Please print clearly)

	NAME	I.D. NUMBER
1		
2		
3		
4		
5		
6		
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33		

UNIVERSITY OF ARKANSAS

Student Development Center

CONFIDENTIAL INFORMATION SHEET

Name _____ Date _____
Last First Middle

Campus/Local Address _____
Street City State Zip Code

Permanent Address _____
Street City State Zip Code

Local Telephone Number _____ Work Number (if any) _____

I.D./S.S. Number _____ Birthdate ____ (Mo) ____ (Day) ____ (Yr)

Check one: ____ Male Check one: ____ American Indian ____ Black ____ Caucasian
____ Female ____ Asian/Oriental ____ Hispanic ____ Other:

Did either of your parents graduate from college? Yes ____ No ____ _____

UA Classification (Circle one)

FR SO JR SR
GRAD SPEC
Other _____

UA College (Circle one)

AGHE ARCH ARSC
BADM EDUC ENGR
GRAD LAW NURS
Major _____

Overall College Grade Point Average _____
ACT Composite Score _____
High School Attended _____
City/State _____
Year Graduated _____ H.S. GPA _____
Strongest subject _____
Weakest subject _____

What is your reason for coming to the Student Development Center? (i.e. tutorial help, academic probation, study skills, personal problems, etc.)

_____

_____

Where did you hear about our program? _____

PLEASE COMPLETE OTHER SIDE

FOR OFFICE USE ONLY

Program/Service	Staff	Contacts G	L	I	C	Program/Service	Staff	Contacts G	L	I	C
_____	____	-	-	-	-	_____	____	-	-	-	-
_____	____	-	-	-	-	_____	____	-	-	-	-
_____	____	-	-	-	-	_____	____	-	-	-	-
_____	____	-	-	-	-	_____	____	-	-	-	-
_____	____	-	-	-	-	_____	____	-	-	-	-
_____	____	-	-	-	-	_____	____	-	-	-	-

All students: Please complete the schedule below for the present term as indicated by the example.

	Department	Course No.	M	T	W	T	F
EX:	English	1013	9:30		9:30		9:30

INTERNATIONAL STUDENTS ONLY

Country of Origin: _____ Time in U.S. _____

Native Language _____ TOEFL Score _____

VARSITY ATHLETES ONLY

Which sport? _____ Scholarship? _____

STUDENT INFORMATION SHEET

Name _____ Date _____

I. Listed below are reasons given by U of A students for getting into academic difficulty. Possibly you have had some of the same problems. So that we can better help you, please check any of the following statements which you believe may have contributed to your being on probation.

_____ 1. "working elsewhere so many hours that it interfered with study"
_____ 2. "health problems"
_____ 3. "financial difficulties"
_____ 4. "family problems"
_____ 5. "girlfriend or boyfriend problems"
_____ 6. "emotional problems"
_____ 7. "can't concentrate"
_____ 8. "down a lot, can't seem to do what I'm supposed to do"
_____ 9. "don't have any friends, or really know anybody here"
_____ 10. "I don't know but I feel like something is wrong"
_____ 11. "did not understand university procedures"
_____ 12. "poor notetaking skills"
_____ 13. "difficulty in certain courses"
_____ 14. "been out of school too long"
_____ 15. "my high school did not prepare me for college"
_____ 16. "I seem to study the wrong things"
_____ 17. "some courses are too difficult"
_____ 18. "lacking basic skills in some areas"
_____ 19. "have problems taking exams"
_____ 20. "don't remember and/or understand what I read"
_____ 21. "I just blew off my classes"
_____ 22. "lack of motivation"
_____ 23. "adjustment to college life--too much freedom"
_____ 24. "did not attend class"
_____ 25. "not sure about educational goals"
_____ 26. "no time to study for various reasons such as family, athletics, commuting, fraternity/sorority, etc."
_____ 27. "poor time management"
_____ 28. "not committed to my major"

II. In the space below, please elaborate upon the circumstances which led to your academic difficulty.

III. Describe in a brief paragraph how you plan to improve your academic performance this term compared to previous work.

UA/SDC/LRU
RM & PP/August, 1979
Revised ADG/August, 1980
REvised AH & JAR, June, 1983

Probation Orientation Questions

1. Where can you call if you have questions about academic probation?

   HINT: page 1

   Answer: Judy Rogers, Student Development Center, 575-4653.

2. While on probation, you should obtain copies of your _____,

   _____, _____, and _____. HINT: page 2

   Answer: transcript, "A" book, racing form, and current catalogue

3. Where is tutoring available free of charge? HINT: page 2

   Answer: Student Development Center, 575-3948.

4. What gpa placed you on probation? HINT: page 3 or 4

   Answer: A student who has passed 59 hours or less will be placed on probation when his semester gpa falls below 1.25 in the College of Arts and Sciences and Agri/Home Ec., or 1.50 in the Colleges of Business, Education, and Engineering. A student who has passed 60 hours or more will be placed on probation when his semester gpa falls below 1.75 in all colleges.

5. What three things must you have to be removed from probation? HINT: page 3 or 4

   Answer:
   1. a semester gpa of 2.00
   2. pass 12 semester hours
   3. a cumulative gpa of at least 1.50 for students who have passed 59 hours or less or 1.75 for students who have passed 60 hours or more. Students who carry fewer than 12 semester hours can be removed from probation by attaining a cumulative of 2.00 or higher.

6. What is "pseudo-suspension"? How may a suspended student petition the Academic Standards Committee to continue in school another semester?

   HINT: page 3

   Answer: "pseudo-suspension" is being continued in school after a suspension by successfully petitioning the ASC for a continuation. Only those students who actively participate in the Learning Resources

Unit Probation Program may use the petitioning process. ATTENDING PROBATION ORIENTATION IS NOT CONSIDERED ACTIVE PARTICIPATION - YOU MUST ENROLL IN THE PROBATION PROGRAM FOR AN ENTIRE SEMESTER.

7. Who is your College Mentor? HINT: page 5

   ANSWER: Engineering: Jim Davis Education: Pat Kuhn

   Arts & Sciences: Nudie Williams Libbus Haggerty

   Phyllis Clancy

   Business: Sherri Lewis Agri/Home Ec: Libby Wheeler

   Nursing: Barbara Mayburry

8. By what date must you record a [illegible]e renewal request in order to replace an old F with a new grade for a repeated course? HINT: page 6

   ANSWER: By the official date of withdrawal, which is listed each semester in the current "racing form".

9. Student intending to leave the University must go through the entire process of _____ _____. Failure to follow this process will result in F's for all courses. HINT: page 6

   ANSWER: "Official withdrawal"

10. Using these grades and hours, figure the semester gpa: HINT: page 7

Course	Hours	Grade	Quality Points
WCIV 1003	3	C	6
COMM 1313	3	B	9
GEOG 1003	3	C	6
GEOG 1001	1	A	4
ECON 2013	3	F	0
DVST 1012	2	B	6

   ANSWER: Total Quality Points - Total Semester Hours

   31 - 15

   Semester GPA = 2.07

11. If you are suspended, how can you get back in the U of A before a calendar year passes? HINT: page 9

ANSWER: 1. Take 12 hours of correspondence courses and get a C or better on each course.

2. Take enough correspondence courses to raise your cumulative gpa to 2.00.

3. Successfully petition the Academic Standards Committee for a continuation of probation, if you have been actively participating in the LRU Probation Program.

12. Can suspended students attend another institution during the suspension?

HINT: page 9

ANSWER: Suspended students probably will not be accepted at another institution. However, if they are, they may not transfer that credit back to the U of A.

STUDENT HANDBOOK

Academic Probation

This booklet is designed to help you better understand your academic status situation. Keep this Handbook with your personal copies of your College catalogue and the University "A" Book, and refer back to it throughout the semester.

In this Handbook you will find:
- Academic Survival Skills strategies
- a flow chart to help you determine your status
- a list of the College Mentors
- an explanation of the GRADE RENEWAL POLICY
- an explanation of how to Withdraw from the University
- a formula for figuring your GPA
- an explanation of what will happen if you are suspended

If you have any questions about academic probation or about your particular situation, please call JUDY ROGERS-STEPHEN, Probation Program Coordinator, Learning Resources Unit, Student Development Center, 575-4653.

Ten Academic Survival Strategies

Check off as completed

_____ 1. Verify your probation status by checking your current college catalogue requirements and your current transcript.

_____ 2. Attend Probation Orientation at beginning of semester. (one time per year) Sign college roster so that your dean's office is notified that you attended.

_____ 3. Obtain copies of your current catalogue, "A" book (Student Handbook), current term "racing form" and current transcript. Read the information about probation rules, academic status and grade renewal.

_____ 4. Make a weekly time schedule and follow it. Allow time for social and recreational activities as well as study time. Be realistic.

_____ 5. Know the key dates on the academic calender such as last day to withdraw from a course with a "W", deadline for grade renewal forms, and last day to complete an "Incomplete" grade. This information is on the "racing form" cover.

_____ 6. At the first sign of trouble in a course, talk to the instructor. Tutoring is available free of charge at the Student Development Center. Call 575-3948.

_____ 7. Monitor your grade point average several times during the the semester, especially before mid-term exams, before the last date to drop with a "W", and before the start of final exams. Know what grades you need to avoid suspension.

_____ 8. See the mentor or dean of your college, or talk to a Probation Advisor at the Learning Resources Unit of the Student Development Center if you have any questions about your academic status or want to sharpen your study skills.

_____ 9. Go to class regularly. Turn your work in on time. Study some everyday.

_____ 10. See each course instructor, college mentor, and probation advisor as appropriate during the two weeks before final exams to find out where you stand.

Narrative - Academic Status Explanation

Placed on Probation

A student who has passed 59 semester hours or less at the beginning of a semester will be placed on academic probation by his dean whenever his semester grade point average falls below 1.75 unless his cumulative GPA is then 2.00 or higher. A student who had passed 60 semester hours or more at the beginning of a semester will be placed on academic probation by his dean whenever his semester GPA falls below 2.00 unless his cumulative GPA is then 2.00 or higher.

Removed from Probation

A student may be removed at any time his/her cumulative GPA is 2.00 or higher.

A student on probation who makes a semester grade point average of 2.00 on 12 hours passed or higher may be removed from probation provided his/her cumulative GPA is then at least 1.75 if he had passed 59 hours or less, or at least 2.00 if he had passed 60 hours or more. The semester GPA, in this case, must include at least 12 college hours passed.

Continued on Probation

A continuing state in which a student must make a semester GPA of at least 1.75 during the first semester on probation and at least 2.00 for each succeeding semester until he is removed from probation.

A student who returns to the University after an academic suspension is continued on probation and must make a semester GPA of at least 2.00 for each semester until he is removed from probation.

"Pseudo-Suspension"

A suspended student may petition the Academic Standards Committee to continue on probation for an additional semester only if the Director of Learning Resources Unit certifies that the student has been actively participating in the Probation Program.

Suspension

Failure to make a semester GPA of at least 1.75 for the first semester on probation and at least 2.00 for each succeeding semester.

Petition to continue on probation denied by the Academic Standards Committee.

Dismissal

A student who returns to the University after an academic suspension is continued on probation and must make a semester GPA of at least 2.00 for each semester until he is removed from probation. Failure to do so will result in academic dismissal.

Notes:
1. Any time a student's cumulative GPA is 2.00 or higher, he/she is not on probation regardless of other circumstances.
2. In all situations above, semester GPA refers to Fall and/or Spring semester. Summer work can help but cannot hurt.

UA/SDC/LRU/ADG, HL, 8-[illegible], ADG 8-81 JRS 6-84

Academic Status Chart

	1 - 59 hours	60 - 120 hours
Placed on Probation	↓ 1.75 Sem. GPA & ↓ 2.00 Cum. GPA	↓ 2.00 Sem. GPA & ↓ 2.00 Cum. GPA
Removed from Probation	2.00 or ↑ Sem. GPA & 12 or ↑ Sem. hours & 1.75 or ↑ Cum. GPA OR 2.00 or ↑ Cum. GPA	2.00 or ↑ Sem. GPA & 12 or ↑ Sem. hours & 2.00 or ↑ Cum. GPA OR 2.00 or ↑ Cum. GPA
Continued on Probation	1.75 or ↑ Sem. GPA (1st term on probation) 2.00 or ↑ Sem. GPA (2nd term on probation)	1.75 or ↑ Sem. GPA (1st term on probation) 2.00 or ↑ Sem. GPA (2nd term on probation)
Suspended	↓ 1.75 Sem. GPA (1st term on probation) ↓ 2.00 Sem. GPA (2nd term on probation)	↓ 1.75 Sem. GPA (1st term on probation) ↓ 2.00 Sem. GPA (2nd term on probation)
Pseudo-Suspended	ASC Petition Accepted	ASC Petition Accepted
Dismissed	↓ 2.00 Sem. GPA (After suspension)	↓ 2.00 Sem. GPA (After suspension)

THE ROLE OF THE MENTOR

The Learning Resources Unit employs one or more persons in each University College, in which there are freshmen, to serve as "Mentor". A mentor has several responsibilities: advising, primarily students with academic problems; referral to helping agencies; keeping the LRU informed of college needs; keeping their colleagues abreast of helping services available; and, in general, serving as "ombudspersons" to provide a warm, caring atmosphere for students when needed.

A major mentor responsibility is to work with students on academic probation. During the first week of the semester, he/she may review with a student his class schedule and make alterations if the class load seems heavy. They may suggest other classes which may better fit the student's current needs and help to raise the GPA. The mentor may discuss when to repeat a course which has given difficulty and make sure that the student has the necessary background for future courses.

Mentors keep students apprised of drop deadlines, academic regulations, and procedures affecting their particular situation. The mentor recommends tutoring whenever problems arise in classes or personal life. The mentor may even discuss other alternatives for the student who does not find the University suitable for his or her needs. The mentor serves as a liaison between student, Dean, and/or faculty. In summary, one of the mentor's primary functions is to serve as a sounding board for high risk students when needed.

MENTORS

Jim Davis	Engineering	E202	-6011
Pat Kuhn	Education	GE208	-4282 or 4203
Phyllis Clancy	Arts & Sciences	HH204	-2509
Libbus Haggerty	Arts & Sciences	HH204	-2509
	Nursing	OH217	-5877
Bill Harris	Arts & Sciences	HH204	-2509
Sherri Lewis	Business	BA328	-4557
Libby Wheeler	Agri-Home Ec	AG205	-2252
Nudie Williams	Arts & Sciences	OH106	-2509
Jan Groh	Education	GE208	-4282 or 4203

UA/SDC/LRU
ADG/8-81; rev. JAR/6-82; rev. JRS/6-84

NEW GRADE RENEWAL POLICY:

When a course is repeated on the Fayetteville campus, credit toward the baccalaureate degree and the cumulative grade point average will be based only on the last attempt with the following exceptions:

An F or WF grade can be excluded only by a passing grade (A, B, C, or D) and only one F or WF grade in a given course can be excluded from the cumulative grade point average. The same principle would apply to the renewal of grades other than F or WF.

No more than eighteen hours, in all, can be excluded from the cumulative grade point average by grade renewal.

A student's intention to use a course for grade renewal must be recorded in the office of the student's academic dean by the last day to drop a course without a "W" of the semester in which the course is being repeated. Grade renewal policy applies only to courses repeated after the 1980-81 academic year.

WITHDRAWAL FROM THE UNIVERSITY

Students intending to leave the University, whatever the reason, must go through the entire process of "official withdrawal":

1. Obtain the Petition for Official Withdrawal from the office of the dean of the college.

2. Complete the appropriate Student Data portion of the Petition.

3. Submit the Petition to the dean's office for withdrawal authorization.

4. Proceed directly to the Cashier's Office and obtain the Cashier's Office signature to complete the withdrawal process. Be sure to have I.D. card, as it must be surrendered to the Cashier. The Cashier also takes the activity card. (Students with loans outstanding should contact the Business Manager's Office to establish a repayment plan and obtain Business Manager's signature. Then the withdrawal process can be completed at the Cashier's Office.) NOTE: It is the student's responsibility to withdraw from classes. Failure to officially withdraw will usually result in F's being recorded for all classes, even if drop sheets for all courses have been completed.

GRADE ESTIMATION

Semester GPA

Course	Hours	Grade	Quality Points
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____

Total Quality Points ÷ Total Semester Hours

_____ ÷ _____

Semester GPA _____

Cumulative GPA

Total previous hours _____
+ This semester's hours _____

Total hours earned

Previous quality points _____
+This semester's quality points _____

Total quality points

Total Quality Points ÷ Total hours earned

_____ ÷ _____

Overall Cum. GPA _____

OPTIONS FOR SUSPENDED STUDENTS

I. How to get back in U of A before a calendar year passes

A. Twelve hours correspondence completed with a grade of C or better (approved by student's college dean) through the U of A Department of Independent Study;

B. Enough correspondence to raise the cumulative GPA to 2.0;

C. Approval of a petition by the Academic Standards Committee.

II. What to do in the interm

A. Going to another instutition

Q. May I attend another institution?

A. One cannot attend another institution and transfer the credit back to the U of A.

Q. Will I be accepted at another institution during this period?

A. Probably not, however that is the decision of that institution.

B. Correspondence Work

Q. Will any correspondence work during suspension transfer back to the U of A?

A. No, only U of A correspondence work will transfer back.

Q. May I do grade renewal through correspondence?

A. Yes, grade renewal does apply to correspondence course work.

Q. May I take any course I choose?

A. One must obtain the approval of the dean of the College in which he is enrolled.

Q. Where do I get the U of A correspondence catalog?

A. At the Department of Independent Study/Division of Continuing Education, West Avenue Annex, Fayetteville, AR.

Q. How many courses may I take simultaneously?

A. It is generally recommended that one not take more than two courses at a time.

Q. How many lessons may I turn in per week?

A. There is a limit of three lessons per week for a three hour course. Since there are twenty-four lessons per course, it would take at least eight weeks to complete a three-hour course.

Q. How are grades determined in correspondence courses?

A. The final test grade usually counts 100% of the grade.

Q. Where do I take the final?

A. The final is administered by a locally designated institution.

Initial Interview Schedule

John

TIME	PERIOD		Sept 12 MONDAY	Sept 13 TUESDAY	Sept 14 WEDNESDAY	Sept 8 THURSDAY	Sept 9 FRIDAY	SAT.	SUN.
	50 Min.	80 Min.							
7:30									
8:00	1								
8:30		C							
9:00	2								
9:30		T Th							
10:00	3	D							
10:30									
11:00	4	T Th							
11:30		E							
12:00	5								
12:30		T Th							
1:00	6	F							
1:30									
2:00	7	T Th							
2:30									
3:00	8	G							
3:30		T Th							
4:00	9	H							
4:30									
5:00	A	T Th							
5:30		K							
6:00									
6:30	V	T Th							
7:00									
7:30	W								
8:00									
8:30	X								
9:00									
9:30	Y								
10:00									

S

D

Term: _____ Probation Advisor: _____

LEARNING RESOURCES UNIT

PROBATION PROGRAM AGREEMENT

Name: _____ ID # _____
(please print)

I choose to participate this semester in the Learning Resources Unit Probation Program. I understand that in order to fulfill my Program Participation Agreement, I must:

1. attend regular appointments at least twice a month, with my Probation Advisor.

2. complete any assigned activities and/or attend any referral sessions as determined between my Probation Advisor and me.

3. be responsible for any necessary appointment cancellations and/or rescheduling of appointment sessions.

I understand that fulfilling this contract will give me the right to petition the Academic Standards Committee for an extension of my probationary period to avoid suspension, if necessary.

Student's signature _____ Date _____

Probation Advisor's signature _____ Date _____

Contract met _____ Contract not met _____

Probation Advisor's signature _____ Date _____

.....

I choose not to participate in the Learning Resources Unit Probation Program this semester. I understand that:

1. I currently am on academic probation.
2. I have fulfilled my college requirement for students on probation by attending this Learning Resources Unit Probation Orientation.
3. I have received information concerning the policies and procedures regarding academic probation, suspension and dismissal; the academic support services available at the Student Development Center; and the benefits of participating in the Learning Resources Unit Probation Program.
4. if I am suspended at the end of this semester, I will not be able to successfully petition the Academic Standards Committee for a continuation of my probationary period.
5. I can contact the Learning Resources Unit for further information regarding my academic status throughout my probationary period.

Student's signature _____ Date _____

UA/SDC/LRU
JAR/RLM/10-82

Spring 1984 Probation Program

Sign-Up Procedure

During Probation Orientation

1. Probation Program and "first-come, first-served" sign up procedure described.
2. Sign-up deadline and number of seats available announced.
3. Students sign contract indicating decision to participate or not participate.

After Probation Orientation

1. All Probation Orientation folders filed in Central Office.
2. Office staff provide all folders with grade reports.
3. Probation advisors turn in Initial Interview schedules weekly.
4. Arrangements made for "manning" the sign-up desk.

Sign-Up Procedure

1. Students come to SDC and make Initial Interview appointment.
2. Probation Advisors check, daily, their Initial Interview schedules and report intervening appointments.
3. No appoingments made for the day the student signs up unless made by Initial Interviewer.
4. Students who arrive at the SDC before the deadline who wish to sign-up and who did not indicate their intention to participate at Probation Orientation will be given an Initial Interview as long as seating is available.
5. Students who indicated at Probation Orientation their intention to participate and who do not arrive at the SDC before the deadline to sign-up will not be seated, unless extra seating is available.

Initial Interview Procedure

1. Probation Advisors have Central office staff retrieve student folders as student arrives for Initial Interviews.
2. Student takes folder along to Initial Interview.
3. There will be no change from previous semester in content of Initial Interview.

Initial Interview

Review Information from Orientation

- Probation regulations
- University procedures

Review Student Information Sheet and Intake

- Determine individual academic difficulties
- Discuss goals for semester

Review Grade Report and Academic Status

Discuss Probation Program and Referral Sources

- Learning Lab for basic skills
- Study Skills course
- Probation peer group
- Content area tutoring
- Career Planning and Placement
- Counseling and Psychological Services

Sign Participation Agreement

Make Homework Assignment for obtaining transcript and next appointment

Write Process Notes

UNIVERSITY OF ARKANSAS
Student Development Center

Learning Resources Unit — Special Services Project

CONFIDENTIAL STUDENT INFORMATION SHEET

Name _____ Date _____
Last First Middle

Local Address _____
Street City State Zip Code

Permanent Address _____
Street City State Zip Code

Home Telephone Number (Local) _____ Work Number (if any) _____

Student I.D. Number _____ Birthdate ____(Mo) ____(Day) ____(Yr)

Check One: ____ Male ____ Female

Check One: ____ American Indian ____ Asian/Oriental ____ Black ____ Hispanic ____ Caucasian ____ Other:

Did either of your parents graduate from college? Yes ____ No ____

UA Classification (Circle one):

FR SO JR SR
GRAD SPEC

Other _____

UA College (Circle one):

AGHE ARCH ARSC
BADM EDUC ENGR
GRAD LAW NURS

Major _____

Overall College Grade Point Average _____

ACT Composite Score _____

High School Attended

City/State _____

Year Graduated ____

High School Grade Average _____

Strongest Subject _____

Weakest Subject _____

What is your reason for coming to the Student Development Center? (i.e. tutorial help, academic probation, study skills, personal problems, etc.)

_____

_____

Where did you hear about our program? _____

Please complete other side

FOR OFFICE USE ONLY

	S/__	T/__	A/__	M/__	P/__	E/__	U/__	C/__	X/__	B/__	N/__	R/__
P/S												
GRP(hrs.)												
LAB(hrs.)												
IND												
COM												

UAF/SDC/7-82; 8-83 ACT E__ M__ SS __ NS __ C __ Term: _____

CODE NO. _____ SS: LI H FG Ed C

STUDENT INFORMATION SHEET

Name _____ Date _____

I. Listed below are reasons given by U of A students for getting into academic difficulty. Possibly you have had some of the same problems. So that we can better help you, please check any of the following statements which you believe may have contributed to your being on probation.

Concentration

1. "working elsewhere so many hours that it interfered with study"
2. "health problems"
3. "financial difficulties"
4. "family problems"
5. "girlfriend or boyfriend problems"
6. "emotional problems"
7. "can't concentrate"
8. "down a lot, can't seem to do what I'm supposed to do"
9. "don't have any friends, or really know anybody here"
10. "I don't know but I feel like something is wrong"

Counseling Unit

ability

11. "did not understand university procedures"
12. "poor notetaking skills"
13. "difficulty in certain courses"
14. "been out of school too long"
15. "my high school did not prepare me for college"
16. "I seem to study the wrong things"
17. "some courses are too difficult"
18. "lacking basic skills in some areas"
19. "have problems taking exams"
20. "don't remember and/or understand what I read"

Learning Lab
Learning Skills

Commitment

21. "I just blew off my classes"
22. "lack of motivation"
23. "adjustment to college life--too much freedom"
24. "did not attend class"
25. "not sure about educational goals"
26. "no time to study for various reasons such as family, athletics, commuting, fraternity/sorority, etc."
27. "poor time management"
28. "not committed to my major"

Counseling Unit
Career Planning + Placemen
Learning Lab

LAB REFERRAL FORM

Date _____

Name of student _____

Referring instructor _____

Please indicate the area(s) in which you wish the student to receive assistance. Also please specify for each skill area you mark any specific preferences you have for a particular SOLO, TASK, filmstrip, tape, book, etc.

ASSESSMENT

Quick-Skills
_____ All
_____ Section(s):

In-Depth
_____ All
_____ Section(s):

_____ Probe Orientation Tape

Study Skills
_____ attitude, motivation
_____ time management
_____ listening
_____ notetaking
_____ studying textbooks
_____ memory
_____ test-taking
_____ text-anxiety
_____ preparing for finals
_____ classroom participation
_____ concentration
_____ other (please specify)

PERSONAL AND ACADEMIC DEVELOPMENT
_____ values
_____ assertive attitudes
_____ academic planning
_____ institutional procedures
_____ learning skills
_____ library skills
_____ other (please specify)

READING SKILLS
_____ diagnostic assessment
_____ comprehension
_____ efficiency/rate
_____ vocabulary
_____ textbook reading
_____ other (please specify)

WRITING SKILLS
_____ diagnostic assessment
_____ overview of writing process
_____ module on _____
_____ spelling
_____ academic writing
_____ other (please specify)

MATH SKILLS
_____ diagnostic assessment
_____ overview and placement
_____ program as indicated by assessment
_____ other (please specify)

****

FEEDBACK

Date _____

Name of student _____

Lab staff member _____

_____ first came to the Learning Lab on _____.

_____ attached is a copy of the results of the assessment with the recommended program indicated. The student has/has not agreed to work in these areas.

_____ the student has begun to work in the area(s) you recommended. His/her attendance and progress reports will be on file in the lab and available to you at any time.

Student Development Center

Your appointment with _____

will be on _____

at _____ in Room 106A, Student

Development Center. Phone 575-4653.

39

II-1 76-20128 25M 10-77

UNIVERSITY OF ARKANSAS – TRANSCRIPT REQUEST

DATE OF THIS REQUEST _____

STUDENTS NAME: _____
LAST NAME FIRST NAME MIDDLE NAME

ID NO. _____ DATE OF BIRTH _____

CURRENT ADDRESS: _____
STREET

_____
CITY STATE ZIP

MAIDEN NAME (or name before legally changed) _____

REQUEST FOR: (Check items which apply)

NUMBER OF COPIES _____

1. COMPLETE TRANSCRIPT
   - A. AT ONCE ☐
   - B. HOLD FOR GRADES OF CURRENT SESSION ☐
   - C. HOLD UNTIL DEGREE REQUIREMENTS COMPLETED ☐

MAIL DIRECT ☐

FEE: THERE IS NO CHARGE FOR THE FIRST TRANSCRIPT. ALL SUBSEQUENT TRANSCRIPTS, $1.00 EACH.

AMOUNT PAID WITH THIS REQUEST $ _____

IMPORTANT – PLEASE READ

NO TRANSCRIPT OF STUDENT'S RECORD WILL BE ISSUED TO ANYONE OTHER THAN STUDENT UNLESS PROPERLY AUTHORIZED. THIS REQUEST WILL BE RETURNED TO ANY-ONE WHOSE FINANCIAL OBLIGATIONS TO THE UNIVERSITY HAVE NOT BEEN SATISFIED. ALLOW ONE WEEK FOR TRANS-CRIPT TO BE ISSUED EXCEPT AT END OF SEMESTER ALLOW THREE WEEKS.

OFFICIAL USE ONLY

RECEIVED _____ _____
DATE CLERK

APPROVED _____ _____
DATE CASHIER

CURRENTLY ENROLLED AT UNIVERSITY OF ARKANSAS? YES ☐ NO ☐

LAST SEMESTER ATTENDED IF NOT _____

HAVE YOU APPLIED FOR GRADUATION THIS SEMESTER? YES ☐ NO ☐

CAMPUS LAST ATTENDED: ☐ FAYETTEVILLE ☐ LITTLE ROCK CENTER
☐ GIT ☐ CORRESPONDENCE ONLY ☐ FT. SMITH CENTER

OTHER WHERE? _____

THIS SIGNATURE CONSTITUTES PERMISSION TO RELEASE MY TRANSCRIPT _____
SIGNATURE

PRINT PLAINLY WITHIN THE BOX BELOW (FOR WINDOW ENVELOPE) THE NAME AND ADDRESS TO WHOM THE TRANSCRIPT SHALL BE SENT. PLEASE SUBMIT ADDRESSED ENVELOPES OR FORMS SIMILAR TO THIS ONE (BELOW PERFORATION) IF TRANSCRIPTS ARE TO BE MAILED TO MORE THAN ONE ADDRESS.

SEND TRANSCRIPT TO:

Term: _____ Probation Advisor: _____

LEARNING RESOURCES UNIT

PROBATION PROGRAM AGREEMENT

Name: _____ ID # _____
(please print)

I choose to participate this semester in the Learning Resources Unit Probation Program. I understand that in order to fulfill my Program Participation Agreement, I must:

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I understand that fulfilling this contract will give me the right to petition the Academic Standards Committee for an extension of my probationary period to avoid suspension, if necessary.

Student's signature _____ Date _____

Probation Advisor's signature _____ Date _____

Contract met _____ Contract not met _____

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5. I can contact the Learning Resources Unit for further information regarding my academic status throughout my probationary period.

Student's signature _____ Date _____

UA/SDC/LRU
JAR/RLM/10-82

STUDENT PROGRESS NOTES

TERM _____

STUDENT'S NAME _____

DATE	PROG SERV	GLIC	SEEN BY	TIME SPENT	COMMENTS

PROBATION PROGRAM TERM _____

STUDENT PROGRESS NOTES

STUDENT'S NAME _____

DATE	PROG SERV	GLIC	SEEN BY	TIME SPENT	SUMMARY OF SESSION:

NATURE OF ACADEMIC DIFFICULTY: _____

NEXT TIME: _____

DATE	PROG SERV	GLIC	SEEN BY	TIME SPENT	SUMMARY OF SESSION:

NATURE OF ACADEMIC DIFFICULTY: _____

NEXT TIME: _____

STUDENT DEVELOPMENT CENTER/LEARNING RESOURCES UNIT · TERM _____ YEAR _____

ACADEMIC PROBATION LIST

NAME	I.D. NUMBER	COLL. # CODE	CLASS # CODE	ACADEM. STATUS # CODE	ACT COM	SEM GPA	CUM GPA	CON-TRACTED ( )	# OF SESSNS. ATTND.	CON-TRACT MET( )	SEM GPA	CUM GPA	RISE IN SEM GPA ( )	NEXT SEM. STATUS # CODE

33

44

45

Bi-Monthly Academic Monitoring Conferences

Monitor current grades

Monitor current study habits and behavior

Encourage and support progress in academic success

Check excesses and deficits in SUCCESS modalities

- S - Skills
- U - University Procedures
- C - Career and Educational Goals
- C - Content-Specific Skills
- E - Emotional and Social Development
- S - Study Behaviors
- S - Self-Management

Develop "plan of action" - Reality Therapy

Use behavioral self-management and goal-setting strategies

Record process notes

Reality Therapy for Probation Students

Be Personal - Make Friends

* genuiness
* empathy
* respect
* be involved

Identify Present Behavior

* specificity
* "What are you doing now?"

Identify Consequences

* confrontation
* "What will happen if you keep doing this?"
* student makes value judgement

Formulate a Plan

* make a committment
* behavioral contracting
* short-term goal-setting
* long term goal = self responsibility

Follow Plan

Accept No Excuses Encourage Do Not Punish

Repeat, if necessary

Knowledge, Skills, and Attitudes
for Academic SUCCESS

S U C C E S S

SKILLS: BASIC AND ACADEMIC

A. Adequate reading, writing, math and thinking skills.

B. Willingness to correct deficiencies and develop more skill efficiency.

UNIVERSITY PROCEDURES

A. Knowledge of campus and its resources. Ability to cope successfully with institutional regulations and procedures.

B. Understanding of student rights and responsibilities. Assertive attitudes in dealing with bureaucracies, advising systems, etc.

CAREER AND EDUCATIONAL GOALS

A. Awareness of self-interests, attitudes and abilities in relation to setting realistic educational and career goals. Knowledge of sources of career information.

B. Commitment to self-determined personal and educational goals.

CONTENT - SPECIFIC SKILLS

A. Ability to perform successfully within content areas at the required levels.

B. Willingness to overcome content-specific responses such as math anxiety or "English-itis."

EMOTIONAL AND SOCIAL DEVELOPMENT

A. Self-awareness of strengths. Interpersonal communication and problem solving skills.

B. Personal maturity and social development skills appropriate to the collegiate environment.

STUDY BEHAVIORS

A. Ability to handle learning methods emphasized in college, such as lecture notes, textbook study methods, examinations, and class participation. Awareness of effective and efficient study methods.

B. Application of effective study methods to academic assignments.

SELF - MANAGEMENT

A. Knowledge of techniques for improving time management, concentration, and behavior management. Awareness of the relationships between physical and mental health.

B. Ability to apply self-management skills such as time management, relaxation and concentration techniques to achieve personal goals.

Modality	Problem	Proposed Intervention
Study Behaviors		
University Procedures		
Content Areas		
Career and Educational Goals		
Emotional & Social Adjustment		
Skills		
Self-Management		

GOAL RECORD

Target Date	Goal	Expected Results	Actual Results

Grade Monitor

Class _____

Instructor _____

Name and Number of classmate _____

Date of classes missed: All grades received in class

	Date:	Type of work:	Grade:

Self-Management Contracts:

Guidelines

1. Select one behavior to work on. Describe that behavior in detail: when does it occur, where does it occur, what are its antecedents and consequences?
2. Word the behavior so it is observable and measurable.
3. Obtain a baseline for the two week period until student's next appointment.
4. Discuss incentives. You can use your probation appointments as incentives; once a week for those who wish, once a month for those who wish.
5. Write the contract. Contract must include date contract was written, target behavior description, incentive description, incentive schedule, and signatures of you and student.
6. Review results of contract. Compare this with baseline information.
7. Troubleshoot and revise as needed.
8. Add new behaviors as needed.

PROBATION PROGRAM TERM _____

STUDENT PROGRESS NOTES

STUDENT'S NAME _____

DATE	PROG SERV	GLIC	SEEN BY	TIME SPENT	SUMMARY OF SESSION:

NATURE OF ACADEMIC DIFFICULTY: _____

NEXT TIME: _____

DATE	PROG SERV	GLIC	SEEN BY	TIME SPENT	SUMMARY OF SESSION:

NATURE OF ACADEMIC DIFFICULTY: _____

NEXT TIME: _____

Transcript Review Interview

Student obtains present transcript

Check for errors

Discuss reason for academic status

Point out inconsistencies in grades or course loads

Question poor grades on easier courses

Student reviews ALOUD reason for academic status in terms of GPA

Review requirements for restoration to good academic standing

Record process notes

NEW GRADE RENEWAL POLICY:

When a course is repeated on the Fayetteville campus, credit toward the baccalaureate degree and the cumulative grade-point average will be based only on the last attempt with the following exceptions:

An F or WF grade can be excluded only by a passing grade (A, B, C, or D) and only one F or WF grade in a given course can be excluded from the cumulative grade-point average. The same principle would apply to the renewal of grades other than F or WF.

No more than eighteen hours, in all, can be excluded from the cumulative grade-point average by grade renewal.

A student's intention to use a course for grade renewal must be recorded in the office of the student's academic dean by the official date of withdrawal without receiving a WP or WF of the semester in which the course is being repeated. Grade renewal policy applies only to courses repeated after the 1980-81 academic year

WITHDRAWAL FROM THE UNIVERSITY

Students intending to leave the University, whatever the reason, must go through the entire process of "official withdrawal":

1. Obtain the Petition for Official Withdrawal from the office of the dean of the college.
2. Complete the appropriate Student Data portion of the Petition.
3. Submit the Petition to the dean's office for withdrawal authorization.
4. Proceed directly to the Cashier's Office and obtain the Cashier's Office signature to complete the withdrawal process. Be sure to have I.D. card, as it must be surrendered to the Cashier. The Cashier also takes the activity card. (Students with loans outstanding should contact the Business Manager's Office to establish a repayment plan and obtain Business Manager's signature. Then the withdrawal process can be completed at the Cashier's Office.) NOTE: It is the student's responsibility to withdraw from classes. Failure to do so will result in F's in all classes.

Review of Goals Interview

Review with student the Information Sheet for beginning of semester

Discuss progress on remediating those problems

Check problem list for new difficulties

Set goals for rest of semester

Encourage and support progress

Review "How to Prepare for Final Exams" material *

Make final exams planning assignment for Final Interview

Record process notes

*Not included... copyrighted material

STUDENT INFORMATION SHEET

Name _____ Date _____

I. Listed below are reasons given by U of A students for getting into academic difficulty. Possibly you have had some of the same problems. So that we can better help you, please check any of the following statements which you believe may have contributed to your being on probation.

_____ 1. "working elsewhere so many hours that it interfered with study"
_____ 2. "health problems"
_____ 3. "financial difficulties"
_____ 4. "family problems"
_____ 5. "girlfriend or boyfriend problems"
_____ 6. "emotional problems"
_____ 7. "can't concentrate"
_____ 8. "down a lot, can't seem to do what I'm supposed to do"
_____ 9. "don't have any friends, or really know anybody here"
_____ 10. "I don't know but I feel like something is wrong"
_____ 11. "did not understand university procedures"
_____ 12. "poor notetaking skills"
_____ 13. "difficulty in certain courses"
_____ 14. "been out of school too long"
_____ 15. "my high school did not prepare me for college"
_____ 16. "I seem to study the wrong things"
_____ 17. "some courses are too difficult"
_____ 18. "lacking basic skills in some areas"
_____ 19. "have problems taking exams"
_____ 20. "don't remember and/or understand what I read"
_____ 21. "I just blew off my classes"
_____ 22. "lack of motivation"
_____ 23. "adjustment to college life--too much freedom"
_____ 24. "did not attend class"
_____ 25. "not sure about educational goals"
_____ 26. "no time to study for various reasons such as family, athletics, commuting, fraternity/sorority, etc."
_____ 27. "poor time management"
_____ 28. "not committed to my major"

II. In the space below, please elaborate upon the circumstances which led to your academic difficulty.

III. Describe in a brief paragraph how you plan to improve your academic performance this term compared to previous work.

UA/SDC/LRU
RM & PP/August, 1979
Revised ADG/August, 1980
REvised AH & JAR, June, 1983

Final Interview

Discuss status and estimate grades

Review Participation Agreement

Additional efforts

Final exams preparation assignment

Review Checklist for Students on Probation

What next?

- off on probation
- continued on probation
- suspended
- dismissed

Record process notes

Complete roster information

Terminate file for semester

Petition Deadline Date _____

Date ASC Committee meets _____

Call LRU for decision _____

End of Semester Checklist

Before you leave campus for semester break, you must:

_____ 1. Complete your LRU contract by Dead Day _____.

_____ 2. Prior to the final class meeting of each course you are taking, find out from your professors when and how you can most quickly obtain your grades.

_____ 3. Immediately after final exams obtain your grades.

_____ 4. Figure your semester Grade Point Average to see if you are going to be suspended. Then call your Probation Advisor _____, and report your grades. If you need help figuring your GPA, your Probation Advisor can help you. If you are not going to be suspended, end this process and have a nice vacation.

If your GPA reveals that you are going to be suspended and you wish to petition to stay in school, you must:

_____ 1. Obtain from the LRU secretary a Continuation of Probation petition form.

_____ 2. Complete the first two pages of the petition. You are expected to complete this form without assistance.

_____ 3. Make an appointment with <u>both</u> your Probation Advisor <u>and</u> the LRU Coordinator for petitioning conferences. Your petition will not be considered without both of these interviews.

_____ 4. Meet with your Probation Advisor. He/she will then complete his/her section of the petition.

_____ 5. Meet with the Coordinator of the LRU. He/she will then complete his/her section of the petition.

_____ 6. Take this petition to your Dean's office and ask to see the Dean or the Dean's representative for his/her comments and signature.

____ 7. Take the petition to the Registrar's Office, Administration Building, Room 222, and give it to Jean Read. *

____ 8. After the ASC Committee has met, call LRU for the decision on your petition.

If your GPA reveals that you are going to be suspended and you do not wish to petition to stay in school, you must:

____ 1. Make an appointment with your Probation Advisor before you leave campus.

____ 2. Meet with your Probation Advisor to discuss your options as a suspended student.

* Some of the college deans prefer to send your petition to the Registrar's Office through campus mail. Your Probation Advisor will explain how your college dean prefers to handle petitions.

LEARNING RESOURCES UNIT

EVALUATION OF PROBATION PROGRAM

YOU NEED NOT PUT YOUR NAME ON THIS EVALUATION.

A. Orientation for Students on Probation

Please rate the effectiveness of the following characteristics of the Probation Orientation session you attended as: (0) not applicable (1) poor (2) fair (3) good (4) excellent. Circle your response.

1. informative	0	1	2	3	4
2. helpful	0	1	2	3	4
3. sufficiently staffed	0	1	2	3	4
4. effectively presented	0	1	2	3	4

Comments _____

_____

_____

B. Student Development Center

Please circle the following Student Development Center sources that you used this semester. Rate the effectiveness of them as: (0) not applicable (1) poor (2) fair (3) good (4) excellent. Circle your response.

1. Learning Lab	0	1	2	3	4
Spelling Materials	0	1	2	3	4
Math Materials	0	1	2	3	4
Motivation Materials	0	1	2	3	4
Concentration Materials	0	1	2	3	4
Reading Materials	0	1	2	3	4
Time Management Materials	0	1	2	3	4
Test Anxiety Materials	0	1	2	3	4
Test-Taking Materials	0	1	2	3	4
Writing Materials	0	1	2	3	4
2. Learning Skills Class	0	1	2	3	4
3. Human Potential Seminar	0	1	2	3	4
4. Mentor	0	1	2	3	4
5. Counseling Unit	0	1	2	3	4
6. Tutoring Services	0	1	2	3	4

7. Comments _____

_____

_____

C. Probation Advisor's Name S. H M.

Please rate your Probation Advisor as: (0) not applicable (1) poor (2) fair (3) good (4) excellent. Circle your response.

1. My PA was knowledgeable about university and probation regulations. 0 1 2 3 4
2. My PA was careful to keep appointments. 0 1 2 3 4
3. My PA was available to me when I needed him/her. 0 1 2 3 4
4. My PA was willing to help. 0 1 2 3 4
5. My PA was encouraging and supportive of me. 0 1 2 3 4
6. My PA treated me as an individual. 0 1 2 3 4
7. My PA understood my particular academic situation and needs. 0 1 2 3 4
8. My PA helped me set goals to improve my academic behavior. 0 1 2 3 4
9. My PA referred me to appropriate campus and Student Development Center services. 0 1 2 3 4
10. My PA helped me learn to accomplish things on my own. 0 1 2 3 4

Comments _____

_____

_____

D. Facilities

Please rate the following characteristics of the Student Development Center facilities as: (0) not applicable (1) poor (2) fair (3) good (4) excellent. Circle your response.

1. temperature 0 1 2 3 4
2. lighting 0 1 2 3 4
3. sufficient privacy 0 1 2 3 4
4. sufficient control of noise 0 1 2 3 4

Comments _____

_____

_____

What specific changes in your academic situation have occurred due to your involvement in this program?

Would you recommend this LRU Probation Program Service to a friend? Why or why not?

Do you have any suggestions for improving this service to students on probation? Please share your ideas.

Check one: _____Male _____Female

Age_____

UA Classification (circle one):
FR SO JR SR GRAD SPEC OTHER _____

UA College (circle one):
AGHE ARCH ARSC BADM EDUC ENGR GRAD LAW NURS OTHER:

Major _____

Check one: _____Amer. Indian
_____Asian/Oriental
_____Black
_____Hispanic
_____Caucasian
_____Other

Estimated Cumulative GPA _____

Term: _____ Probation Advisor: _____

LEARNING RESOURCES UNIT

PROBATION PROGRAM AGREEMENT

Name: _____ ID # _____
(please print)

I choose to participate this semester in the Learning Resources Unit Probation Program. I understand that in order to fulfill my Program Participation Agreement, I must:

1. attend regular appointments at least twice a month, with my Probation Advisor.

2. complete any assigned activities and/or attend any referral sessions as determined between my Probation Advisor and me.

3. be responsible for any necessary appointment cancellations and/or rescheduling of appointment sessions.

I understand that fulfilling this contract will give me the right to petition the Academic Standards Committee for an extension of my probationary period to avoid suspension, if necessary.

Student's signature _____ Date _____

Probation Advisor's signature _____ Date _____

Contract met _____ Contract not met _____

Probation Advisor's signature _____ Date _____

.....

I choose not to participate in the Learning Resources Unit Probation Program this semester. I understand that:

1. I currently am on academic probation.
2. I have fulfilled my college requirement for students on probation by attending this Learning Resources Unit Probation Orientation.
3. I have received information concerning the policies and procedures regarding academic probation, suspension and dismissal; the academic support services available at the Student Development Center; and the benefits of participating in the Learning Resources Unit Probation Program.
4. if I am suspended at the end of this semester, I will not be able to successfully petition the Academic Standards Committee for a continuation of my probationary period.
5. I can contact the Learning Resources Unit for further information regarding my academic status throughout my probationary period.

Student's signature _____ Date _____

UA/SDC/LRU
JAR/RLM/10-82

OPTIONS FOR SUSPENDED STUDENTS

I. How to get back in U of A before a calendar year passes

A. Twelve hours correspondence completed with a grade of C or better (approved by student's college dean) through the U of A Department of Independent Study;

B. Enough correspondence to raise the cumulative GPA to 2.0;

C. Approval of a petition by the Academic Standards Committee.

II. What to do in the interim

A. Going to another institution

Q. May I attend another institution?

A. One cannot attend another institution and transfer the credit back to the U of A.

Q. Will I be accepted at another institution during this period?

A. Probably not, however that is the decision of that institution.

Q. May I transfer course credit from other institutions taken after the twelve month suspension period?

A. According to a conversation with Eugene Lee, Assoc. Registrar, in April, 1980, one may transfer credit back to the U of A taken after the suspension period is ended.

B. Correspondence Work

Q. Will any correspondence work done during suspension transfer back to the U of A?

A. No, only U of A correspondence work will transfer back.

Q. May I do grade renewal through correspondence?

A. Yes, grade renewal does apply to correspondence course work.

Q. May I take any course I choose?

A. One must obtain the approval of the dean of the College in which he is enrolled.

Q. Where do I get the U of A correspondence catalog?

A. At the Department of Independent Study/Division of Continuing Education, West Avenue Annex, Fayetteville, AR.

Q. How many courses may I take simultaneously?

A. It is generally recommended that one not take more than two courses at a time.

Q. How many lessons may I turn in per week?

A. There is a limit of three lessons per week for a three hour course, therefore it would take at least eight weeks to complete a three-hour course. There are twenty-four lessons per course.

Q. How are grades determined in correspondence courses?

A. The final test grade usually counts 100% of the grade.

Q. Where do I take the final?

A. The final is administered by a local designated institution.

Petitioning Process

Pre-Interview Preparation

- Review SUCCESS modalities
- Consult with other staff service providers
- Review process notes
- Review transcript and ACT

Probation Advisor Interview

- Efforts
- Maturity
- Self-Discipline
- Adjustment to College
- Career goals
- Attitude
- Ability
- Goals for next semester
- Risk of dismissal
- Options for suspended students

Student Development Center Director Interview

Dean's Interview

Academic Standards Committee Decision

Exit Interview with Probation Advisor

II. Comments and recommendation of student's individual counselor at the Student Development Center.

I highly recommend that Jim Dreher be continued on probation. Jim has, over the semester, maturely and responsibly, been able to outline his academic difficulties and has attempted to find resources to help his situation.

Him's major problem has been an intense anxiety which arises during testing situation. In my opinion, this anxiety is a manifestation of the pressures he has experienced from his parents' lack of support for his academic situation. Him has taken steps to alleviate the anxiety such as working in the LRU Learning Lab on test anxiety and by talking with his parents recently to assert his need of their support. Jim has agreed to intensify the procedure for alleviating his test anxiety. He will begin working with a counselor in the Counseling Unit next semester. He will also continue his conferences with me. I believe that Jim is a responsible and hardworking student. He has agreed to seek tutoring and basic skills improvement next semester at the Student Development Center. He will also work to improve his study habits.

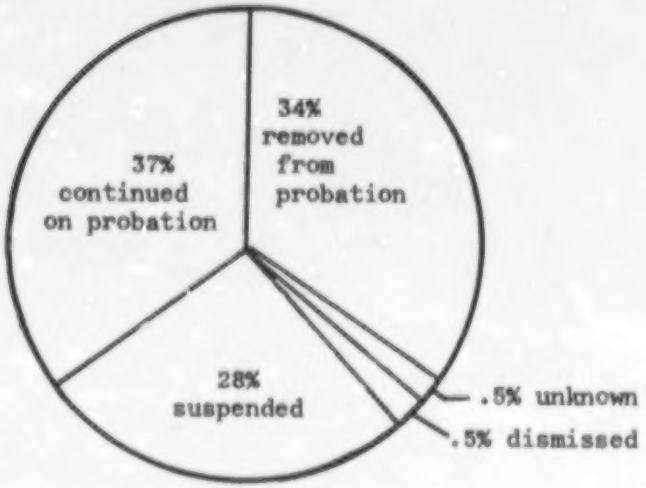
If allowed to return next semester, I believe that Jim can be successful. He has made great strides in becoming independent of his parental pressures. In fact, after his marriage in May, Jim will also be financially fully responsible for his education. These are the steps necessary for Jim to reach his full academic potential.

Signature _____ Date _____

End-of-Semester Status Reports and Retention Percentages

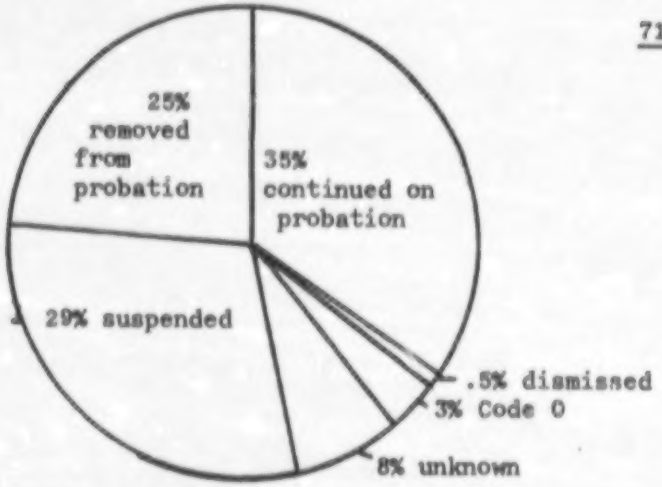
Spring 1983

208 contract made and met



71% retained

198 non-participants who attended orientation



60% retained

939 students on probation who had no L.R.U. contact Spring 1983

39% retained